***Focus:*** Calculate mathematical statements for multiplication and division and write them using the x **÷** = and signs

|  |  |  |
| --- | --- | --- |
|  | Context for learning - Question | Activity  |
| Day one**Learning Focus:** Multiplication – practical lesson Introduced through groups of objects | *Question:* How many are in each group? Have they been shared equally?  | Set 1: Introduce language associated with multiplication.Discuss how we could use repeated addition to work this out. 3 lots of 2 = 2+2+2= 6.Using physical counting apparatus such as counting bears, children to create groups to represent written calculations. E.g. 3 groups of 2 = Children to make 3 groups of 2. Children are to write repeated additions on their whiteboards.Take photos of chn using concrete resources to work this out.  |
| Set 2 (HA) :Children are to be introduced to ‘lots of’ as a representation of ‘x’. Children are to use pictorial diagrams to fill in sentences. Then write the number sentence underneath. Extension – using concrete resources, children are to work out multiples of 3. Stick in questions, using pictorial diagrams and then writing the number sentence. Guide to understanding 3x table.  |
| Day two**Learning Focus:** Multiplication Using repeated addition to answer numbers sentences. | *Question:*Who was more sweets?Ben (3x5)John (5x3)How could we make sure this is correct – using repeated addition?  | Set 1: Show question on board – discuss answers/possible answers. Discuss multiplication number sentence – how does grouping help us to understand this?* How many sweets are in the bag?
* Are the bags equal?
* How many equal groups are there?

Get children to show this using their counters? How could we use repeated addition to work this out/ (model on the board).Children to have pictures of objects in 2s, 5 and 10s in their books. They are to use repeated addition to work out how many altogether.  |
| Set 2 (HA) :To be outside – working on varied fluency (writing in various ways). Working through Reasoning and Problem solving questions. Chilli traffic light for easy-hard questions – chn to choose themselves.  |
| Day three**Learning Focus**: Division Introduced through sharing objects | Question:Alex has 10 sweets and shares them between 5 friends. Tommy has 20 sweets and shares them between 2 friends. Whose friends will receive the most sweets? How do you know?Pictorial to support working out | Set 1 – Practical Tasks Introduce language associated with divisionUsing physical counting apparatus such as counting bears, children to share apparatus to represent calculations. E.g. 10/2 = 5 Children to make 2 groups and share 10 counters into each group. How many in each group? 10/2 = 5 Activity – In books – children to answer questions. 10 shared by 2 written on board – 10/2 = 5 in books. Take photos of chn using concrete resources to work this out. |
| Set 2: HA (outside)Using counters – create simple division facts for their partner. E.g. child 1 – 6 shared by 2. Child 2 – shows this. (TP: number at beginning has to be higher than the groups.) guide chn to recognise that not all numbers can be divisible because they need to be in EQUAL groups). W/S focusing on writing number sentences and reasoning.  |
| Day four**Learning Focus:**  Division Writing division sums using the correct symbol   | Question:20 children are put into 4 equal teams. How many children are in each team?Write a division number sentence to show this | Set 1:Ask them how we can put all of the children equally in 4 teams. Give them some time to work on this. Do we have any strategies to use that will help us share equally? Tell them the coach said that she places a child at a time on each team so that she shares them out equally. Would this work? Can we try it?Allow pupils to use 20 counters and place them in 4 groups equally. What happened? Did it work? Tell them your friend said she also knew that 4 x 5 = 20, so if there were 20 children and they needed to go in 4 teams, it's almost the same thing. What does she mean by that?MNP PAGE84-86 TEXTBOOKChildren to have pictures of objects in their books. They are to use sharing to work out how many equal groups they can make. e.g. put 16 apples into 2 equal groups. (chn to show this using sharing in their books – HA to write out the number sentence.  |
| Set 2:HA – in their books – drawing groups and writing the number sentence. TA to write questions on the board. e.g. 12/4 = 3 chn are to draw 4 circles with 3 dots inside.  |
| Evaluation/Reflection/Intervention (To be completed in PPA) |